

**Grade Level:** Fourth

**Content Area:** Geography, Civics, Economics

**Background Knowledge:** This project is designed as a culmination of a unit of state studies. Students may need more background information from studies throughout the year to complete this project. Please contact EFAC DREAMS coordinators if you would like additional research links and resources.

**Objective:** In a commercial format, students will describe similarities and differences between their state of residence and other geographical areas in regards to geographical opportunities and constraints. Students will discuss the importance of the state government and constitution to its citizens. Explain the goods and services offered by the state of residence and its impact on the citizens.

**Vocabulary:** Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge.

Citizens, regions, geographical features, physical environment, resident, citizen, goods, services

**Procedure:** This commercial can be created by individuals, small groups of four or five, or even as an entire class depending on the preference of the teacher.

Session 1	Show the model commercial of Colorado and tell students they will have the opportunity to share all of their wonderful knowledge of their state in their very own commercial. Divide your students into appropriate groups. Show them the draft of the note-catcher and discuss your expectations. Help define any vocabulary your students may struggle with.
Session 2	Complete the geography portion of the note-catcher.
Session 3	Complete the civics portion of the note-catcher.
Session 4	Complete the economics portion of the note-catcher.
Session 5	Show students the sample of the note-catcher and sample commercial again. Provide time for them to create an introduction and decide on the language of their commercial.
Session 6	Filming day! While some groups are rehearsing, allow others to film their portion of their commercial using a simple video recorder like a Flip or a Video option on a digital camera. Teachers will want to create an account on Jaycut and upload the videos prior to the upcoming editing and producing sessions.
Sessions 7-10	Editing and producing on Jaycut. Please see the tutorial on our technology page for tips on using this program and contact the EFAC DREAMS coordinators for additional support.

**Differentiation Strategies:**

<b><u>Special Education</u></b>	<b><u>Gifted and Talented</u></b>	<b><u>English Language Learners</u></b>
Place students in a group with appropriate support and provide additional time to compose draft of commercial.	Challenge students to create commercial linking tourism in their state of residence with Kenya.	Provide additional time for students to practice speaking before filming the commercial.